

The Natural World

NAMIBIE

Tuer un rhino pour en sauver d'autres ?

A Dallas, le week-end dernier, un permis de chasser un rhinocéros noir namibien a été vendu aux enchères. Les organisations de défense des animaux ont protesté. Mais les autorités ont assuré que l'argent servirait à lutter contre le braconnage de cette espèce menacée.

COURRIER INTERNATIONAL | SEBASTIEN HERVEAU

15 JANVIER 2014 • 18h00



Laura Terrill



Protégez le bleu des océans



Qu'est-ce que la nature évoque pour vous?

The Destruction of the World



<https://www.youtube.com/watch?v=9nGzZp46S8>

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Consider:

- ☐ What topic do you want to develop?
- ☐ What theme will frame the topic?
- ☐ What are possible working essential questions?
- ☐ What resources might be part of this unit?

World-Readiness Standards for Learning Languages



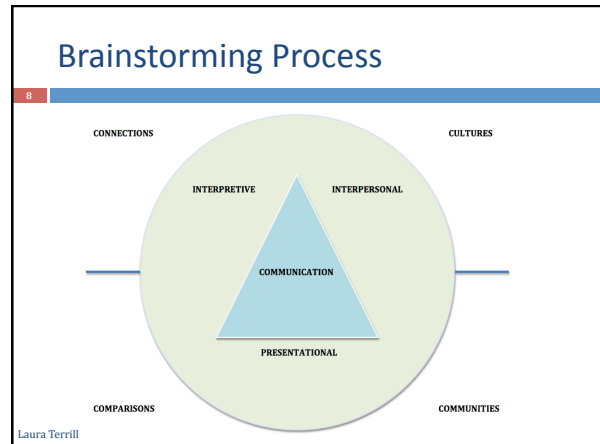
Clementi/Terrill ACTFL 2014

 WORLD-READINESS STANDARDS FOR LEARNING LANGUAGES			
GOAL AREAS	STANDARDS		
COMMUNICATION Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes	Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.	Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.	Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.
CULTURES Interact with cultural competence and understanding	Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.	Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.	

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CONNECTIONS Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations	Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.	Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.
COMPARISONS Develop insight into the nature of language and culture in order to interact with cultural competence	Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.	Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.
COMMUNITIES Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world	School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.	Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

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Cultures

9

Relating Cultural Practices to Perspectives

Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.



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Cultures

10

Relating Cultural Products to Perspectives

Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.



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Cultures: The Culture Triangle

11

Products

Practices



Perspectives

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Lead with Culture Products — Practices — Perspectives

12



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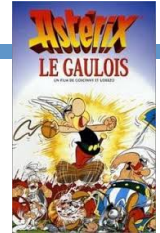
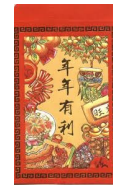
Sample EQ: How do we relate to others?

13

Image: www.flickr.com/photos/swperman/159582243/sizes/m/

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Practices, Products, Perspectives



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Cultures

16

Cultures	Products Practices Perspectives	Fête de la Nature National celebration of nature Importance of biodiversity
	Products Practices Perspectives	Zoos Protecting endangered species Importance of educating the public about endangered species

Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

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Reflection: LinguaFolio

<http://ncssfl.org/secure/index.php?interculturality>

Novice — I can identify some products and practices of cultures.

This is my goal.

I can do this with help.

I can do this easily.

I have provided evidence to demonstrate this.

INVESTIGATION OF PRODUCTS AND PRACTICES

I can identify some common products related to home and community life of other cultures and my own.

- I can identify some geographical features of other countries.
- I can identify familiar landmarks.
- I can recognize some traditional and popular songs.
- I can recognize some similarities and differences between the designs of houses, buildings, or towns.
- I can identify specific locations to have a meal, purchase a ticket, or buy something that I need.
- I can recognize some similarities and differences between my daily schedule and that of a peer in another culture.

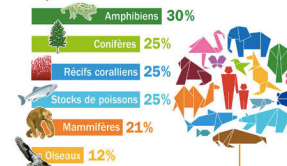
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Connections

- What are students learning while using the target language?
- Are they using language to learn something? Or using language just to learn the language?

La biodiversité mondiale en danger

Espèces menacées d'extinction :



Les enjeux de Nagoya (18-21 octobre - 193 pays)

- Fixer des objectifs pour enrayer la perte des espèces d'ici 10 ans.
- Trouver un accord sur les conditions d'accès des industries du Nord aux ressources du Sud.
- Aider les plus pauvres à protéger leurs ressources naturelles.

Sources : IUCN, FAO

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Connections

Making Connections

Learners build, reinforce, and expand their knowledge of other disciplines while using the language to think critically and creatively to solve problems.



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Connections

Acquiring Information and Diverse Perspectives

Learners acquire information and access diverse perspectives that are available through the language and its culture.



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Connections

21

Connections	Making Connections	Acquiring Information and Diverse Perspectives
	<ul style="list-style-type: none"> •Environmental Science - biodiversity •Communication Arts – justifying opinions orally and in writing •Political Science – role of Constitution 	<ul style="list-style-type: none"> •Website: Noé Conservation •Chanson: Enfants de la terre •La Charte de l'environnement de la France

Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to think critically and creatively to solve problems.

Acquiring Information and Diverse Perspectives: Learners acquire information and access diverse perspectives that are available through the language and its culture.

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Comparisons

22

Language Comparisons

Learners use the language of study to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.



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Comparisons

23

Cultural Comparisons

Learners use the language of study to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.



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Comparisons

24

Comparisons	Language Comparisons	Cultural Comparisons
	<ul style="list-style-type: none"> •S'engager (<i>to get involved, commit</i>) •Une espèce en voie de disparition (<i>in danger of extinction</i>) 	<ul style="list-style-type: none"> •National celebration of nature •Importance of protecting the environment – national charter added to Constitution

Language Comparisons: Learners use the language of study to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.

Cultural Comparisons: Learners use the language of study to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

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Communities

25

School and Global Communities

Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

Noë reposted
 Reporterre · Reporterre · Jun 24 · View translation
 Historique : un tribunal néerlandais impose à l'Etat d'agir contre le changement climatique reporterre.net/Une-decision-h...



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Communities

26

Lifelong Learning

Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.



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Communities

27

Communities	School and Global Communities	Lifelong Learning
	<ul style="list-style-type: none"> • Small groups work to inform others about challenges related to biodiversity • Following environmental initiatives on Twitter https://twitter.com/NoeBiodiversite 	<ul style="list-style-type: none"> • Ongoing awareness and action related to biodiversity • Self-assessment of progress towards unit goals

School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

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Setting Goals

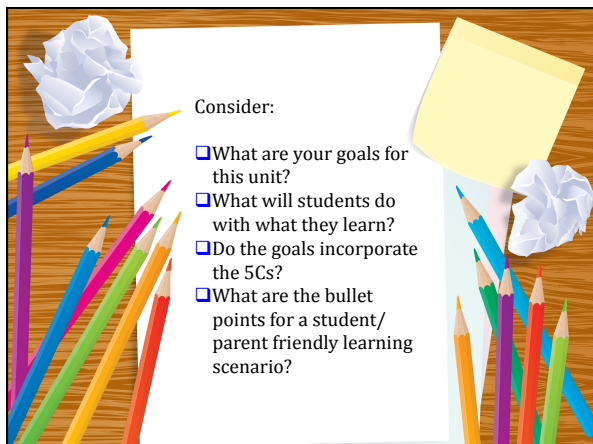
What should learners know and be able to do by the end of the unit?

Learners will be able to:

- Define "biodiversity" and why it is important to life on Earth
- Give reasons why biodiversity is disappearing locally, regionally, globally
- Give examples of endangered species
- Compare biodiversity efforts in the French-speaking world and the US
- Give examples of what individuals can do/are doing to sustain the biodiversity of planet Earth and share via Twitter

<https://twitter.com/NoeBiodiversite>

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Consider:

- ☐ What are your goals for this unit?
- ☐ What will students do with what they learn?
- ☐ Do the goals incorporate the 5Cs?
- ☐ What are the bullet points for a student/parent friendly learning scenario?

Learning Scenario



Students will begin by considering how one action can have unintended consequences in the natural world and will name reasons why biodiversity is diminishing locally, nationally and globally. They will then work collaboratively to define biodiversity in simple terms that younger children can understand and will engage in the discussion of biodiversity via twitter. They will learn about species of plants and animals that are most endangered today and consider how the loss of plants and animals threatens biodiversity. They will consider local and global initiatives for preserving biodiversity and will discuss the role that zoos in the target culture play in promoting biodiversity. Finally, they will work collaboratively to report on initiatives to effect positive change for biodiversity.

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Teaching vs Learning



Assessment of Learning

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ACTFL Integrated Performance Assessment

Interpretive

Students listen to, read and / or view an authentic text and answer information as well as interpretive questions to assess comprehension. The teacher provides students with feedback on performance.

Presentational

Students engage in the presentational mode by sharing their research/ideas/opinions. Samples presentational formats: speeches, drama, skits, radio broadcasts, posters, brochures, essays, websites, etc.

Interpersonal

After receiving feedback students engage in communication about a particular topic which relates to the interpretive text.

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Summative Performance Tasks
Do the tasks match the targeted performance level? Do they allow students to address the essential question in some way?

33

Interpretive Mode	Interpretive Mode	Interpretive Mode

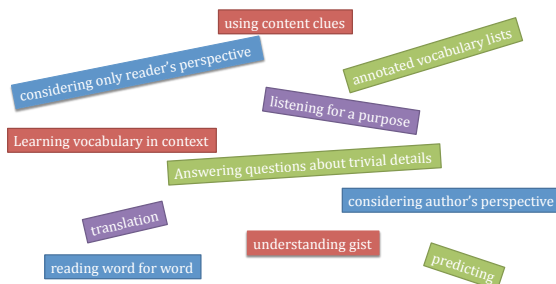
Interpretive Mode

Learners understand, interpret, and analyze what is heard, read or viewed on a variety of topics.



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Interpretive Communication is....



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Interpretive Communication....

is not	is
translation.	context-driven understanding (gist).
a hunt for trivial details.	whole picture; mediating meaning with the text; a focused task.
glossed readings; teaching all new vocabulary first.	familiar words in new context; and new words in a familiar context.
reading, listening or viewing from the reader's perspective only.	using the author's perspective and cultural perspective.
reading word for word.	re-phrasing chunks; retelling; predicting; and using structural clues.

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Presentational Mode

Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.



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Presentational communication is.....



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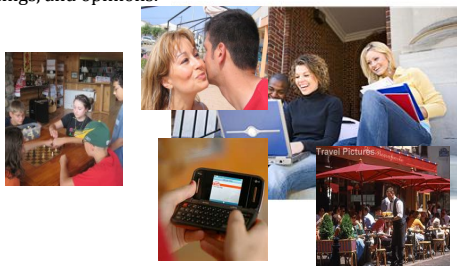
Presentational Communication....

is not	is
negotiated communication.	one-way communication.
random.	practiced, rehearsed, polished, edited.
unplanned.	organized.
speaking or writing in a vacuum.	an awareness of audience (formal/informal; cultural context).
reliance on circumlocution	improved by using appropriate tools – dictionary, spell-check, etc.
speaking or writing only for the teacher.	produced for an intended audience and purpose.

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Interpersonal Mode

Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.



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Interpersonal Communication is.....



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Interpersonal Communication....

is not	is
one-way communication	two-way exchange.
memorized (skits, dialogues).	spontaneous and unpredictable.
only asking all the questions.	helping each other.
strict turn taking.	following up and reacting; maintaining the conversation
ignoring your partner; waiting to say something.	indicating interest; interactive body language; eye contact.
overly concerned about accuracy.	focused on the message.
giving up when you don't understand.	Asking for clarification if communication fails/falters.

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What is the mode of communication?

1	Prepare a poster about your favorite sport.	Presentational
2	Watch a travel video and jot down places of interest.	Interpretive
3	Talk about what to do on the weekend.	Interpersonal
4	Send a letter to an e-pal.	Interpersonal
5	Create a graphic organizer for new vocabulary.	Interpretive
6	Create a skit where you buy something in the market.	Presentational

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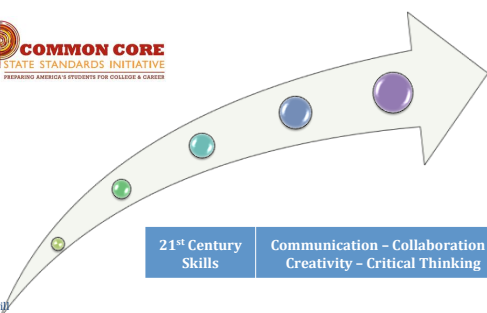
Summative Performance Tasks

Do the tasks match the targeted performance level? Do they allow students to address the essential question in some way?

47



COMMON CORE
STATE STANDARDS INITIATIVE
PREPARING AMERICA'S STUDENTS FOR COLLEGE & CAREER



21st Century
Skills

Communication - Collaboration -
Creativity - Critical Thinking

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Global Challenges: The Natural World

What is biodiversity and why do we need it?

48

Interpretive Mode Watch the video "Bouge-toi pour ta planète"; identify actions that harm the planet according to the video and propose alternatives to these actions.	Interpretive Mode Read and complete a graphic organizer based on the article "Lancement de la phase pilote 'Insectes et Ciel étoilé'. Give your opinion with justification of the potential for this initiative to succeed in the US.	Interpretive Mode Visit the website: www.zoo-palmyre.fr . Give your opinion with reasons based on the information from the website on why zoos are needed/not needed.
21st Century Skills	Communication - Collaboration - Creativity - Critical Thinking	
Presentational Mode In teams of four, make a plan to inform others via the Internet about biodiversity and why it is a global challenge. Include examples and suggestions for stopping the decline in biodiversity.	Interpersonal Mode Share what you have learned about biodiversity and humans' impact locally, regionally, and globally giving both positive and negative examples.	

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Connections to Common Core

Common Core

Reading 2. Determine central ideas or themes of a text and analyze their development; summarize key supporting details and ideas.

Writing 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Writing 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism

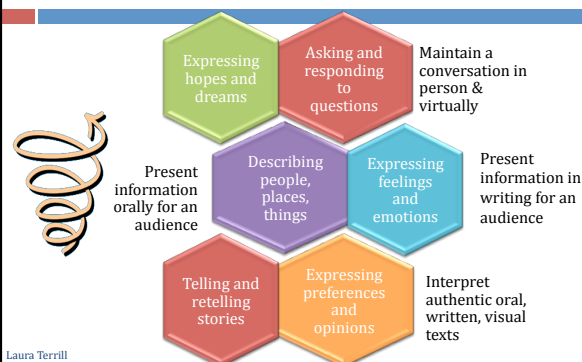
Speaking and Listening 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Speaking and Listening 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

Consider:

- ☐ What are the performance tasks for each mode of communication?
- ☐ Do they allow students to address the essential question?
- ☐ Are they targeted to the correct performance level?
- ☐ Do earlier sections need to be adjusted?

Top Ten Functions and Related Tasks



Increasing levels of proficiency


	Novice	Intermediate	Advanced
Express feelings and emotions	I can say that I am happy, sad	I can express my emotions in simple sentences	I can express emotions such as surprise, happiness, anger and sadness with some explanation
Tell or retell stories	I can say what I am doing in short memorized sentences	I can tell someone about my day in short, simple sentences	I can tell a story in a series of sentences
		I can tell about something that happened or will happen giving the sequence of events	I can clearly clarify my emotions and feelings using precise vocabulary and detailed explanations
			I can tell a detailed story using paragraph-length narration to describe the event

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Text Type

Quantity and Organization of Language Expands

- ☐ Isolated words
- ☐ Words and phrases
- ☐ Discrete sentences
- ☐ Strings of sentences
- ☐ Connected sentences
- ☐ Single paragraphs
- ☐ Multiple paragraphs
- ☐ Extended cogent discourse



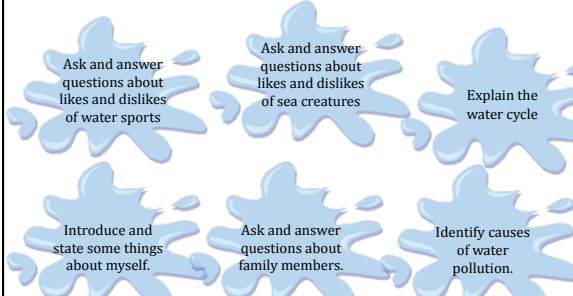
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Student Can-do's

I can	Yes	With some help	Not yet
<i>Describe</i> plants and animals that are endangered			
<i>Express opinions</i> about biodiversity			
<i>Offer alternatives</i> to current practices			
<i>Additional options:</i>			
<i>Compare</i> biodiversity initiatives			
<i>Explain</i> the impact that man has on the environment			
<i>Express</i> opinions on zoos			

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Student Can-do's



Ask and answer questions about likes and dislikes of water sports

Ask and answer questions about likes and dislikes of sea creatures

Explain the water cycle

Introduce and state some things about myself.

Ask and answer questions about family members.

Identify causes of water pollution.

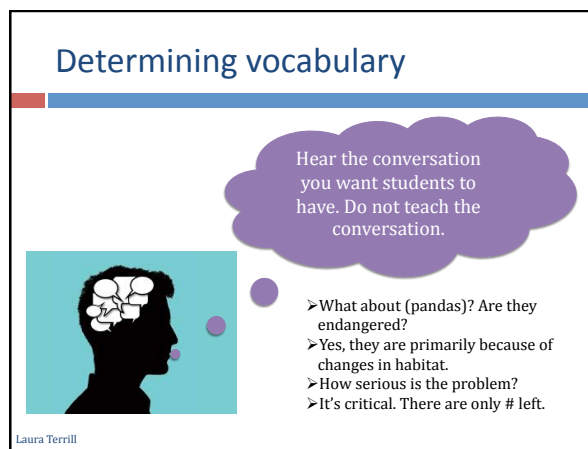
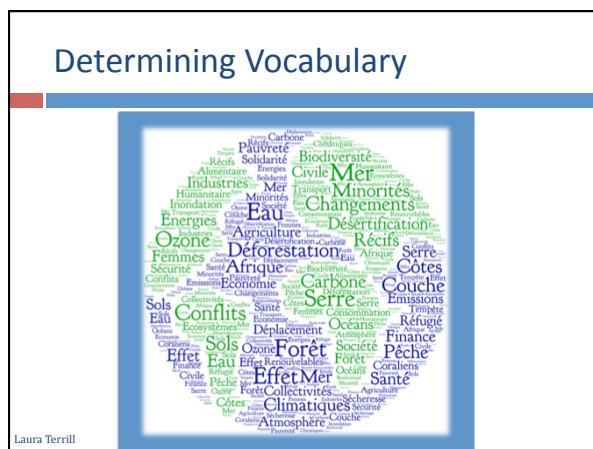
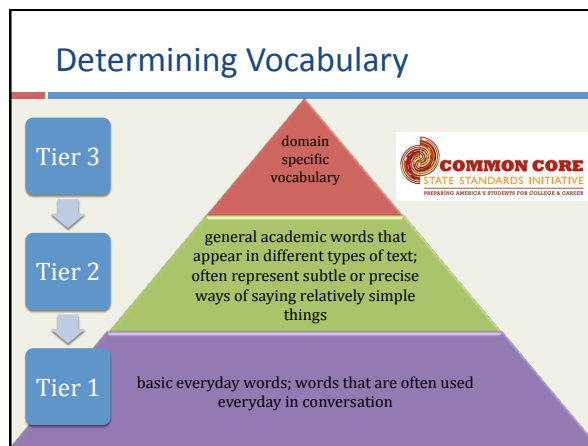
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Toolbox

Language Functions I can....	Related Structures/Patterns	Essential Vocabulary
<i>Describe</i> plants and animals that are endangered		
<i>Express opinions</i> about biodiversity		
<i>Offer alternatives</i> to current practices		
<i>Compare</i> biodiversity initiatives		
<i>Explain</i> the impact that man has on the environment		
<i>Express</i> opinions on zoos		
<i>Compare</i> biodiversity initiatives		

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Toolbox		
Language Functions I can	Related Structures/ Patterns	Essential Vocabulary
Describe plants and animals that are endangered	Adjective placement, agreement Relative pronouns que, qui(ex: the animals that are endangered...)	
Express opinions about biodiversity	It is important to protect.... It is good to help.... It is necessary to....	
Offer alternatives to current practices	Instead of cutting down trees...	
Compare biodiversity initiatives	In France, they ..., but in US...	
Explain the impact that man has on the environment		
Express opinions on zoos	I think that, it seems that,	



Vocabulary: Imagine the conversation.....

Describe plants and animals that are endangered

	Is the (panda) endangered?
	Yes, the (panda) is endangered because of (hunting).
	poaching
	climate change
	water pollution
	changes in habitat
	How serious is the problem?
	There are approximately (#) left.
	What is the solution?
	We can consume less.
Personal Vocabulary	
	other animals/plants
	other causes

Give both target language and English. Be sure to include questions and memorized chunks for answers. Do not teach from vocabulary list. This is a reference document for students.

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Toolbox

Language Functions I can....	Related Structures/Patterns	Essential Vocabulary
Describe plants and animals that are endangered	Adjective placement, agreement Relative pronouns que, qui(ex: the animals that are endangered....)	Tier 1 Names of plants, animals Adjectives describing plants & animals: size, color Categories of biodiversity It is important, good, necessary... Instead of.... Tier 2 Engagement Crisis Classifications; mammals, amphibians, reptiles Biomes Endangered species
Express opinions about biodiversity	It is important to protect.... It is good to help.... It is necessary to....	
Offer alternatives to current practices	Instead of cutting down trees...	
Compare biodiversity initiatives	In France, they ..., but in US...	
Explain the impact that man has on the environment		
Express opinions on zoos	I think that, it seems that,	

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Consider:

- ❑ What are the can do statements that address what students will need to be able to do in order to complete the performance tasks?
- ❑ Are there other can do statements that should be part of this unit?
- ❑ What structures are needed to complete the tasks?
- ❑ What vocabulary is required to complete the tasks?

Key Learning Activities/Formative Assessment

Key Learning Activities/Formative Assessments		
Key Learning Activity/Formative Assessment	How does this activity support the unit goals or performance tasks?	Mode of Communication
Discuss infographic of endangered species	Activates interest in unit theme	Interpretive, Interpersonal
View video of song "Enfants de la terre"	Shows images related to biodiversity	Interpretive Interpersonal
Brainstorm what biodiversity means and includes	Provides definition of biodiversity	Interpersonal
Complete an information gap activity related to biodiversity	Categorizes different aspects of biodiversity	Interpersonal
Write an introductory reflection on why biodiversity is important	Practice expressing opinions	Presentational

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Resources

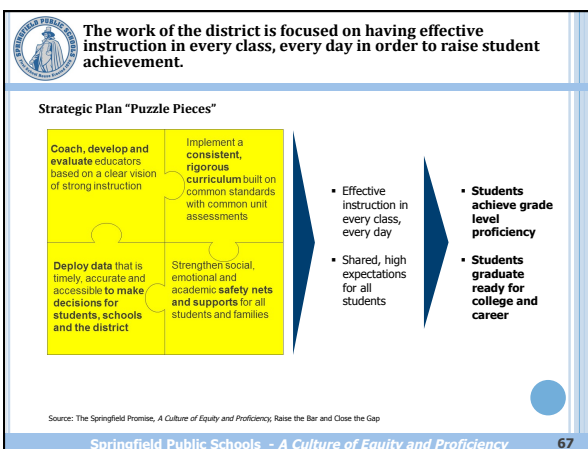


Key Considerations:

- First section of template that truly is different by language
- Must determine where resources will be stored
- Internal district capacity may or may not be sufficient for video, images, etc.

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SPS SHIFT TO DIGITAL LEARNING



SPS SHIFT TO DIGITAL LEARNING

- One year from now (August 2016), every student in SPS (K-12) will have **access** to a computer ALL day and EVERY day
- These computers. . .
 - Are a tool to support teaching and learning
 - Give the ability to differentiate instruction to meet the needs of every student in every lesson
 - Promote student engagement
 - Enable students to create and evaluate
 - Empower teachers to assign students more higher level tasks
 - Should not be used for every lesson or every assignment
 - Technology is a means to an end

Goal of Digital Learning Shift
Effective instruction in every class, every day - with high expectations for all students - leading to grade level proficiency and readiness for college and career

Four Focus Rubric Elements

I-A-1 Subject Matter Knowledge	I-A-4 Well-Structured Lessons	I-B-1 Variety of Assessment Methods	II-A-2 Student Engagement
Demonstrates sound knowledge and understanding of the subject matter and the pedagogy it requires by consistently engaging students in learning experiences that enable them to acquire complex knowledge and skills in the subject.	Develops well-structured lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping.	Designs and administers a variety of informal and formal methods and assessments , including common interim assessments, to measure each student's learning, growth, and progress toward achieving state/local standards.	Consistently uses instructional practices that are likely to motivate and engage most students during the lesson.

In SY14-15, we want to reach a **shared understanding** of the specific **strategies** for the 4 elements in classrooms

Students responding to and interacting with complex text

Increasing Text Complexity Engaging in Close Reading Writing-to-text

Springfield Public Schools - A Culture of Equity and Proficiency 69

As we shift to digital learning, it is important we develop a common language.

YouTube

THE SAMR MODEL

Transformation

- Redefinition**
Tech allows for the creation of new tasks, previously inconceivable
- Modification**
Tech allows for significant task redesign

Enhancement

- Augmentation**
Tech acts as a direct tool substitute, with functional improvement
- Substitution**
Tech acts as a direct tool substitute, with no functional change

The SAMR Model Explained By Students

With Color Media

26,713

SAMR AND BLOOM'S TAXONOMY COMPARISON

Redefinition Tech allows for the creation of new tasks, previously inconceivable	Create
Modification Tech allows for significant task redesign	Evaluate
Augmentation Tech acts as a direct tool substitute, with functional improvement	Analyze
Substitution Tech acts as a direct tool substitute, with no functional change	Apply
	Understand
	Remember

What can we do in our classes?

72

THE SAMR MODEL

Transformation

- Redefinition**
Tech allows for the creation of new tasks, previously inconceivable
- Modification**
Tech allows for significant task redesign

Enhancement

- Augmentation**
Tech acts as a direct tool substitute, with functional improvement
- Substitution**
Tech acts as a direct tool substitute, with no functional change

WHAT DO YOU WANT KIDS TO DO WITH TECHNOLOGY?

WRONG ANSWERS

- MAKE PREZIS
- SHIRT BLOGS
- CREATE WORDSCAPES
- REWIND ANSWERS
- DESIGN FLASHCARDS
- PRODUCE VIDEOS
- REP-TO-GOVID
- USE VARKERBOARD
- DEVELOP APPS

RIGHT ANSWERS

- RAISE AWARENESS
- SHARE CONSERVATION
- FIND ANSWERS
- E-TO-TOE QUESTIONS
- JOIN PARTNERS
- CHANGE PLACES
- MAKE A DIFFERENCE
- TAKE ACTION
- DEMO CHANGE

TECHNOLOGY IS A TOOL, NOT A LEARNING OUTCOME.

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THE SHIFT TO DIGITAL LEARNING WHAT'S AVAILABLE TO HELP?

- Online assessments, a first step
 - All unit, DDM, and course final assessments will be administered online for 2015-2016 through Brightspace
- Brightspace Learning Management System (LMS)
 - SPS Online Classrooms
 - Loaded with every course from Powerschool
 - Course content, links to content, assessments, homework, class discussions, blogs, e-portfolios
 - 200+ SPS assessments built and available for 15-16
- ANET Online Assessments and Quiz Tool -Engrade
- Atomic Learning
 - Self-paced online training in digital learning pedagogy and software skills (including Brightspace)
- LanSchool
 - Enables teachers to view the screens of all students in their class
- Office365
 - Student email, Office, and file storage (from home or school)
- Discovery Education
 - Digital content aligned to standards
- The Web (and much faster internet)
 - Internet speeds 10 times faster than last year
 - Deme wireless - every staff/student can be on wireless at the same time

2015-2016 EXPECTATIONS FOR EDUCATORS

- Take the 21st Century Skills Assessment for Teachers in Atomic Learning by October 30, 2015.
- Administer all district assessments in BrightSpace.
- Use technology to enhance the rigor of the classroom through the SAMR model (Try it, Experiment...)
- Take advantage of tutorial modules from Atomic Learning (Upload to SEEDs Online as evidence for Standard 4: Professional Culture if desired.)
- Learn and share ideas about the use of technology in the classroom with colleagues.

<http://www.catherine-ousselin.org/technology.html>



Thinking About Syncing?

Technology resources for the World Language Classroom

Catherine Ousselin - Technology Consultant for World Language / French Teacher

Technology resources

iOS Apps

Digital Storytelling/Presentation

Curating and Collaboration Tools

Activity / Quiz Generators

Backchanneling/discussion Tools


Recording Tools

Interactive Whiteboard Tools

Gadget / Accessory Ideas

Laura Terrill

<http://novastartalk.nvcc.edu/getting-started/unit-overview/>



NOVASTARTALK
Novice to Advanced Teacher Education

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Unit Overview

Much like the face-to-face NOVASTARTALK workshop, this site is built in units and individual activities. Users may approach units sequentially or go right to the lessons that suit their instructional needs. Given that individuals will come to this site with varying technical skill levels and backgrounds, the lessons are meant to be chosen a la carte. Choose the lessons that are consistent with your skill level and that are beneficial to your target audience (ie. K-12, Higher Ed).

In working through the units, you'll want to begin by reading the introduction and rationale for learning the various software/materials relating to that specific unit. Afterwards, you'll browse through the Activities for that unit and pick and choose activities based on your skill level. Many of the activities are tailored towards various skill levels, and very few have challenging prerequisites - you'll find that you'll be able to dive right in to the majority of our content.

For teacher developers planning to teach the workshop on their own, each unit has a list of recommended lessons that demonstrate that unit topic. In addition, we have full lesson plans, activity management, and sample workshop agendas available under **Recommendations for Faculty Developers**.

Whether you are a teacher or teacher developer, have fun exploring the site and building up a custom lesson plan for yourself based on your own learning goals.



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UNITS

- Overview
- Presentation Tools

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19



Communities

School and Global Communities

Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.



Laura Terrill, CERCLL 2015